



English Language Proficiency Assessments for California (ELPAC)

California State Board of Education
September 2017

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State Superintendent
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Recommended Actions

- Revisions to the Summative Assessment (SA) test blueprints for the English Language Proficiency Assessments for California (ELPAC)
- Reporting hierarchy for the ELPAC SA and Initial Assessment (IA)
- Revisions to the general performance level descriptors (PLDs)



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Proposed Revisions to the SA Test Blueprints

- The SBE approved the original test blueprints in November 2015
- Revisions to the proposed test blueprints were based on stakeholder input and field test statistics.



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Revision Types

The proposed revisions fit into three categories:

- Administration concerns
- Appropriate rigor
- Performance of task type



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Reporting Hierarchy

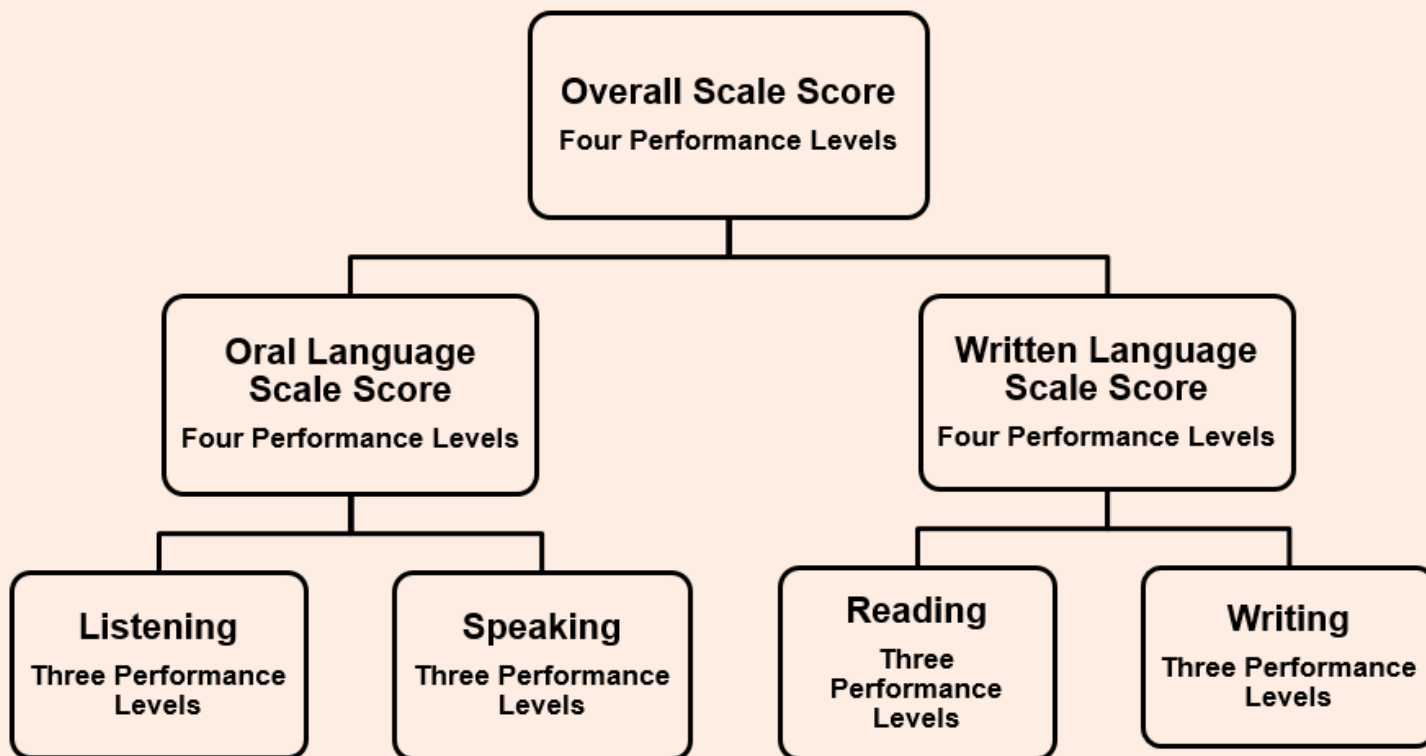
- Address the integrated skills of the new ELD standards
- Generate valid and reliable information for
 - Parents, Teachers, and Schools/Districts
- Determine what domains could be combined for reporting purposes



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Proposed Reporting Hierarchy for the SA

Kindergarten through Grade Twelve

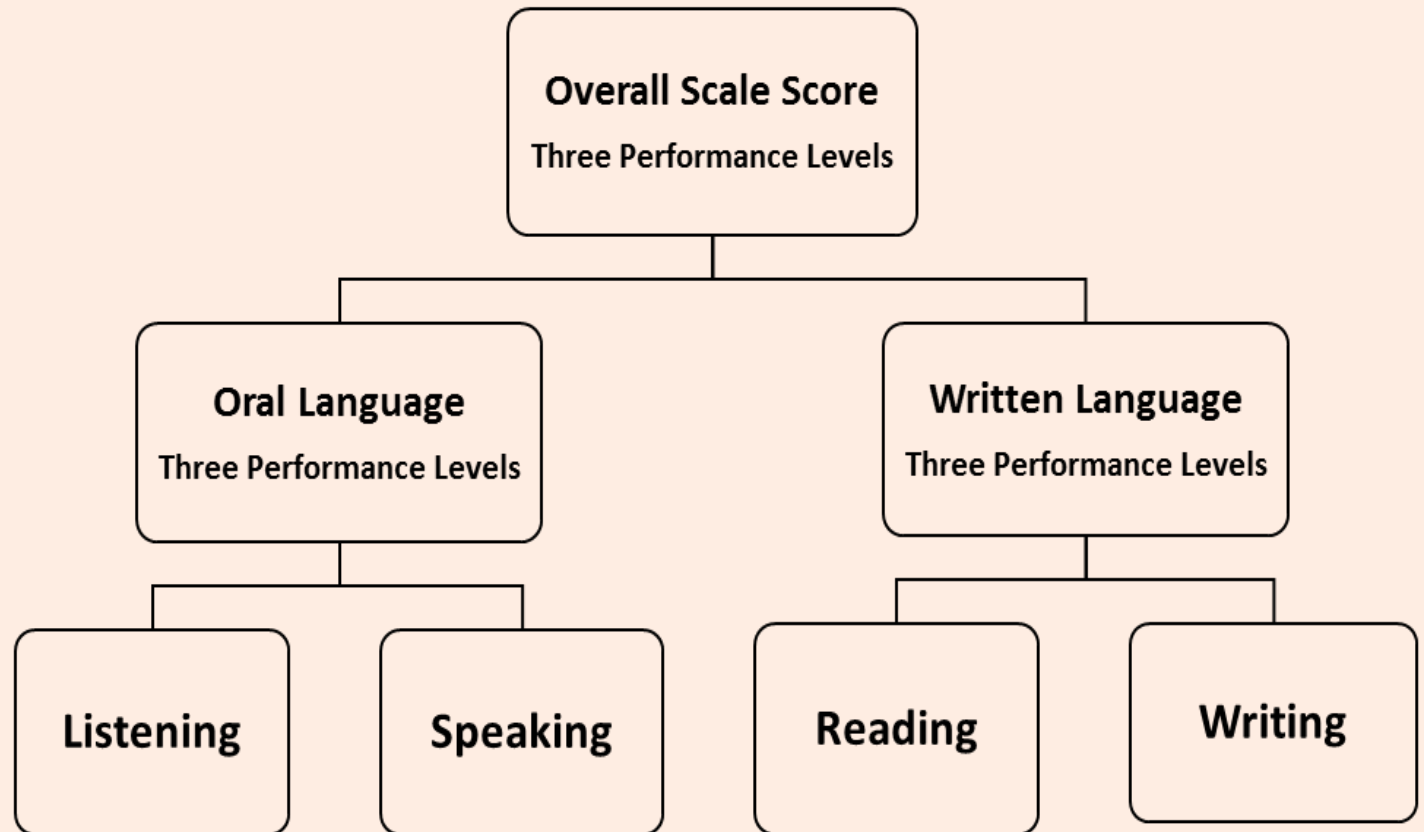




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Proposed Reporting Hierarchy for the IA

Kindergarten through Grade Twelve





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Proposed Revisions to the General PLDs

| Level | Description |
|-------|--|
| 4 | English learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills . They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. <i>This test performance level corresponds to the upper range of the “Bridging” proficiency level, as described in the California English Language Development Standards, Kindergarten Through Grade 12 (2012 ELD Standards).</i> |
| 3 | English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills . They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light to minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. <i>This test performance level corresponds to the lower range of the “Bridging” proficiency level through the upper range of the “Expanding” proficiency level, as described in the 2012 ELD Standards.</i> |



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Proposed Revisions to the General PLDs (cont.)

| Level | Description |
|-------|--|
| 2 | English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills . They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. <i>This test performance level corresponds to the mid- to low-range of the “Expanding” proficiency level, as described in the 2012 ELD Standards.</i> |
| 1 | English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills . They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. <i>This test performance level corresponds to the “Emerging” proficiency level, as described in the 2012 ELD Standards.</i> |



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Next Steps

- Summative assessment field test standard setting in October 2017
- Summative assessment performance level threshold scores and weights to the SBE in November 2017
- Initial assessment test blueprint revisions (if necessary) to the SBE in early 2018